



Ready to Respond Campus

Guide to Designation

Illinois Emergency Management Agency

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Introduction

Ready to Respond Campus, a component of Illinois' Ready to Respond effort, is designed to enhance safety, preparedness and response efforts on college and university campuses across the state. The Ready Campus recognition is based on an institution's completion of criteria developed by the Illinois Emergency Management Agency (IEMA) in cooperation with a task force of college and university law enforcement and emergency management professionals. Successful execution of the program, which is endorsed by the Illinois Campus Law Enforcement Administrators and supported by IEMA and Western Illinois University, requires campuses to take an "all hazards" approach to planning and exercising for potential events.

The program establishes standards in seven requisite areas:

- ☐ Hazard Identification, Risk Assessment and/or Consequence Analysis
- ☐ Operational Planning
- ☐ Incident Management
- ☐ Training
- ☐ Exercise, Evaluation and Corrective Actions
- ☐ Prevention (Violence Prevention Planning)
- ☐ Crisis Communications, Public Education and Information

Once an institution has earned the designation, it will receive a certificate of achievement and approval to use the Ready Campus logo on correspondence, advertisements, posters, etc. for a period of three years.

The "Ready to Respond Campus Guide to Designation" provides information to help campuses develop and implement the various elements of the program. The guide explains each of the standards and required components and the necessary documentation for submission.

Also included in this guide is a list of resources to assist colleges and universities in the recognition process and provide guidance in the development and implementation of preparedness activities. The resource list is not all-inclusive, nor is IEMA endorsing any specific provider's or agency's plans, templates or tools. IEMA has templates that can be used, though they are not required as long as the intent of the criteria is met through an alternate document(s).

The benefits of preparedness are clear and indisputable. In addition to making Illinois' campus communities safer and better prepared to respond to incidents, being designated a Ready to Respond Campus can have additional benefits in marketing a college or university to parents and students and strengthening partnerships with local first responder agencies.

Application Procedures

1. The submission package should contain the following:
 - a. Application Form (Appendix A)
 - b. A letter from the executive of your institution of higher education requesting consideration for designation as a Ready to Respond Campus.
 - c. A three-ring binder with documentation to support completion of all required criteria/standards for recognition. ***Documentation in the submission package should be tabbed and numbered as outlined in this document, with each section indicating the specific standard/criteria being addressed by the documentation.*** In some cases we have indicated that we need a specific page number, as well as a tab, in order to identify the location of the necessary information. Please review the criteria outline carefully.
4. Please use the listing of standards and required documentation in this guide as your checklist for completion. This listing will be used as a checklist when your submission is reviewed, making it a helpful resource to ensure you have addressed all required criteria.
5. When your application package has been received, you will be sent an acknowledgement. An initial review will be conducted to ensure the submission is complete, and a full review will begin once all required content has been received.
6. There is no set time frame for completion of the review; it will depend on the completeness of the submission and any questions that may arise. Conference calls may be set up with the college or university during the review process to work through any outstanding issues or need for additional information.
8. You will receive both verbal and written feedback on your submission with recommendations for change, improvement, ideas for considerations by the institution, etc.
9. If Ready to Respond status is achieved, you will receive both verbal and written notification, along with authorization to use the Ready to Respond Campus logo on documents, signs, advertisements, etc.
10. Ready to Respond Campus designations will be valid for a three-year period.

Definitions

Campus Emergency Response Plan – the written operational incident management plan of a higher education institution designed to maximize life safety, environmental preservation and infrastructure protection for unexpected situations and/or emergencies, detailing specific assignment of responsibility and procedures for restoration of normal operations and providing aid to the local community when appropriate.

Campus Emergency Operations Plan or *CEOP* – the broad-scope, strategic written plan of a higher education institution describing its organization, mission and functions and supporting services for responding to and recovering from disasters/emergencies.

Campus Violence Prevention Plan or *CVPP* – the written plan of a higher education institution describing the creation of multi-disciplinary and multi-jurisdictional violence prevention strategies, including formation of a Campus Violence Prevention Committee and implementation of a Campus Threat Assessment team to address aberrant, dangerous or threatening behavior on campus.

Hazard Identification and Risk Assessment – a process whereby an entity, in this case a college or university, identifies its potential natural, human-caused and technological hazards and assesses the risk and vulnerability to people, property, the environment and operations.

Threat and Hazard Identification and Risk Assessment or THIRA – generally a four-step common risk assessment process that helps the “whole community” understand its risks and estimate capability requirements. Ultimately, the THIRA process helps to answer the following questions:

- ☐ What do we need to prepare for?
- ☐ What shareable resources are required in order to be prepared?
- ☐ What actions could be employed to avoid, divert, lessen or eliminate a threat or hazard?

National Incident Management System or *NIMS* – a comprehensive national approach to incident management that is applicable to all jurisdictional levels and across functional disciplines. It provides a consistent nationwide template to enable all government, private-sector and non-governmental organizations to work together during domestic incidents. The components of NIMS, listed below, work in unison to form a comprehensive incident management system.

- ☐ Preparedness
- ☐ Communications and Information Management
- ☐ Resource Management
- ☐ Command and Management
- ☐ Ongoing Management and Maintenance

CRITERION 1: Threat and Hazard Identification Risk Assessment or Hazard Mitigation Plan

Standard:

The higher education institution shall have in place a current Hazard Identification Risk Assessment (HIRA), Threat and Hazard Identification Risk Assessment (THIRA), and/or Hazard Mitigation Plan that has been conducted in coordination with county and local response organizations, faith-based groups, volunteer organizations, non-governmental organizations and/or applicable private sector organizations. This includes responsibilities and activities associated with the identification of hazards and assessment of risks to faculty, staff and students; public; property; and structures.

Required Minimum Components of CRITERION 1:

Corresponding Location ID for Submission Materials

<p><input type="checkbox"/> A. Recognition packet should include a copy of the THIRA/HIRA for the educational institution. The THIRA/HIRA may be submitted in an Excel spreadsheet format, if desired.</p> <p>(Examples of Excel spreadsheet submissions can be requested through Abby Damm at abby.damm@illinois.gov)</p>	<p>Tab 1:A - Copy of the submitting institution's THIRA/HIRA.</p>
<p><input type="checkbox"/> B. The higher education institution identifies in its assessment threats/hazards (natural, technological and human-caused) that potentially impact the campus using a broad range of sources and shall assess the risks and vulnerability of faculty, staff, students, visitors, campus property, the environment and its own operations from these threat/hazards.</p> <p><i>(If county, municipal or regional HIRA, THIRA or Mitigation Plan is used to comply with this criterion, the Higher Education Institution must formally adopt and recognize those documents.)</i></p>	<p>Tab 1:B - List of threats/hazards in institution plan</p> <p>Documentation/evidence of adoption of county, municipal or regional HIRA/THIRA by institution, if applicable.</p> <p>Page(s) location of adoption by institution _____</p>
<p><input type="checkbox"/> C. Evidence of coordination with local emergency management and other stakeholder organizations must be included with submission documentation.</p>	<p>Tab 1:C- Evidence of coordination with outside organizations in conduct of THIRA/HIRA</p>

<p><input type="checkbox"/> D. THIRA/HIRA assessment process must recognize and incorporate campus specific hazards found in Emergency Action Plans (EAPs) and/or Occupant Emergency Plans (OEPs) and documents available through the Local Emergency Planning Committee (LEPC).</p> <p><i>(Contact your local emergency manager or IEMA Regional Coordinator to find out information about the LEPC in your area.)</i></p>	<p>Tab1:D - Documentation/evidence of LEPC finding(s) incorporated into institution plan</p>
<p><input type="checkbox"/> E. Mitigation plans submitted for consideration must include both impact and consequence analysis along with documentation that describes the risk and vulnerability of people, property, the environment and operations. Consider the impact of the hazards on the public, responders, continuity of operations, property, facilities and infrastructure, the environment, and the economic condition of the higher education institution.</p>	<p>Tab 1:E- Mitigation Plans</p>

CRITERION 2: Campus Emergency Plan

Standard:

The higher education institution shall have a Campus Emergency Response Plan that meets the requirements of 110 ILCS 12 et seq. and 29 IL Admin Code 305.50, as applicable, with appropriate annexes in place outlining response(s) to potential incidents occurring on campus.

Required Minimum Components of Criterion 2:

Corresponding Location ID for Submission Materials

<input type="checkbox"/> A. A copy of the educational institution's CEOP shall be submitted for review to IEMA. (The plan itself must be tabbed or some way indicate the different sections and annexes, along with having numbered pages for reference.)	Tab 2:A – Copy of CEOP
<input type="checkbox"/> B. Local EMA and IEMA Documentation <input type="checkbox"/> 1) Documented evidence of coordination with local emergency management is necessary to demonstrate compliance with this standard. This should include meeting sign in sheets, meeting minutes, meeting agendas, correspondence acknowledging receipt and/or comments to plans or components, or EMA review checklist (available on Ready Illinois website) signed by local emergency manager must be submitted for assessment of compliance. <input type="checkbox"/> 2) Documented evidence of submission to the IEMA Regional Coordinator is necessary to demonstrate compliance with this standard.	Tab 2:B – Local EMA and IEMA Tab 2:B:1 – Local EMA Coordination Tab 2:B:2 – IEMA submission
<input type="checkbox"/> C. The CEOP should have a foreword that includes: <input type="checkbox"/> 1) A document signed and dated by the president or most senior level administrator of the higher education institution approving the plan. <input type="checkbox"/> 2) A register for recording changes and entering change dates. <input type="checkbox"/> 3) A distribution list of the plan recipients, indicating whether complete plans or specific portions were distributed. Specifically this item should address the method of providing the CEOP to the campus community. <input type="checkbox"/> 4) A table of contents listing all sections of the plan.	Tab2:C – CEOP forward Tab 2:C:1 – Signature of senior level administrator approval Tab 2:C:2 – Register of changes and dates Tab 2:C:3 – Distribution list of plan recipients Tab 2:C:4 – Table of contents

<p><input type="checkbox"/> D. The CEOP should have a Basic Plan Overview detailing the higher education institution's approach to emergency operations, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1) A general purpose statement of the CEOP. <input type="checkbox"/> 2) A list of assumptions used in developing the plan. <input type="checkbox"/> 3) A concept of operations section, including, but not limited to, how the higher education institution will implement the concepts and procedures of a recognized incident command system (e.g., NIMS) <input type="checkbox"/> 4) Identification of the line of succession, by title and position (with up to two alternates), of who will implement the plan, direct emergency response and recovery, and provide leadership, authority and responsibility. <input type="checkbox"/> 5) A description of the functions and responsibilities assigned to each organization, including private and volunteer organizations or groups, in support of emergency response and recovery operations in the higher education institution. This information may also be exhibited in a chart or matrix designating who has primary and support responsibilities. <input type="checkbox"/> 6) Maps, or references to maps, pertinent to emergency operations planning for the higher education institution and including, but not limited to, locating fixed hazards. <input type="checkbox"/> 7) An attachment, if applicable, containing written mutual aid agreements, memorandums of understanding (MOUs), and other written agreements affecting the emergency response and recovery functions of the higher education institution. <input type="checkbox"/> 8) Procedures detailing how the higher education institution will request outside assistance in a disaster, such as assistance from local emergency management or IEMA, or both. <input type="checkbox"/> 9) Citations to the legal authorities for emergency operations, including, but not limited to, ordinances. <input type="checkbox"/> 10) Assignment of responsibility for plan maintenance, review, evaluation and updating. 	<p>Tab 2:D – Basic plan</p> <p>Tab 2:D:1 – Purpose Statement Tab 2:D:2 – Assumptions Tab 2:D:3 – Concept of Operations</p> <p>Tab 2:D:4 – Line of succession</p> <p>Tab 2:D:5– Functions assigned to organizations involved in response and recovery.</p> <p>Tab 2:D:6 – Maps, reference docs</p> <p>Tab 2:D:7 – MOUs and agreements</p> <p>Tab 2:D:8 – Requests for outside assistance</p> <p>Tab 2:D:9 – Legal authorities</p> <p>Tab 2:D:10 – Plan maintenance and review</p>
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<p><input type="checkbox"/> E) At a minimum, the institution’s plan shall include the following annexes or sections:</p> <ol style="list-style-type: none"> 1) Direction and Control 2) Communications 3) Warnings and Notifications 4) Public Information 5) Information Sharing and Disaster Intelligence 6) Evacuation, Shelter-in-Place and Lock-down 7) Family Assistance 8) Critical Incident Stress Management 	<p>Tab 2:E:1 – Direction and Control Tab 2:E:2 – Communications Tab 2:E:3 – Warning and Notifications Tab 2:E:4 – Public Information Tab Tab2:E:5 – Information sharing Tab Tab2:E:6 – Evac., SIP and lockdown Tab 2:E:7 – Family Assistance Tab 2:E:8 – Critical Incident Stress Management</p>
<p><input type="checkbox"/> F) For higher education institutions having the capabilities and/or authorities for the following response functions, annexes or sections are required and must be developed for each if applicable:</p> <ol style="list-style-type: none"> 1) Law enforcement 2) Firefighting/fire protection 3) Search and rescue 4) Health and medical 5) Mass care and sheltering <p><i>(If the institution does NOT have the capability or authority to provide the response functions above, the plan must outline what outside agency will be responsible for these activities.)</i></p>	<p>Tab 2:F:1 – Law Enforcement Tab 2:F:2 – Fire Protection Tab 2:F:3 – Search and Rescue Tab 2:F:4 – Health and Medical Tab 2:F:5 – Mass Care and Sheltering</p>

Criterion 3: Incident Management System

Standard:

The higher education institution shall have a NIMS compliant incident management system in place to analyze emergency situations and provide for a clear and effective response and recovery.

Required Minimum Components of Criterion 3: Corresponding Location ID for Submission Materials

<input type="checkbox"/> A. The higher education institution has formally adopted NIMS as the incident management system. The system shall include the incident command system. Documentation required includes submission of adopted campus policy or resolution incorporating NIMS into all levels of response.	Tab 3:A – Copy of policy/resolution incorporating NIMS into institution's response system.
<input type="checkbox"/> B. The higher education institution has designated a single point of contact to serve as the coordinator for its incident command system operations. Submission of adopted campus policy or resolution designating a single point of contact or authority for the incident command system during response and recovery operations.	Tab 3:B – Copy of resolution or policy with designation of coordinator for incident command system
<input type="checkbox"/> C. The higher education institution ensures all key personnel assigned an emergency response role receive training on its (NIMS) incident management system. Evidence submitted should include documentation of training records, schedules, calendars, websites, etc. that demonstrate a programmatic initiative to train all response personnel on the incident management system in use.	Tab 3:C – Documentation to substantiate training plan.

***Answers to frequently asked questions about incident command systems and the National Incident Management System can be found at the FEMA website: <http://www.fema.gov/frequently-asked-questions-2>**

Criterion 4: Training

Standard:

The higher education institution shall have a training program that includes training on campus emergency response and violence prevention plans for appropriate program officials and campus personnel.

Required Minimum Components of Criterion 4:

Corresponding Location ID for Submission Materials

<p><input type="checkbox"/> A. The higher education institution has a formal, documented training process that includes records of training received.</p> <p><i>Submission for recognition requires documentation of a training program policy, resolution or plan for the higher education institution.</i></p>	Tab 4:A – Copy of training program outline, policy, etc.
<p><input type="checkbox"/> B. Training is scheduled annually based upon the emergency response needs of the higher education institution with the overall goals and objectives of the training program.</p>	Tab 4:B – Evidence of scheduled training annually based on goals and objectives.
<p><input type="checkbox"/> C. Records are maintained of the training program including names of those who received training, position, title and the type and date of training received. The records may be in Excel format with names listed by group, such as Executive Leaders, Command Staff and Incident Managers. The length of time training records will be maintained shall be specified in the training program and should be updated annually.</p> <p><i>(Documentation to be submitted should include course completion certification for all personnel identified by the higher education institution as necessary for operational command, control and coordination of response and recovery. The higher education institution must remain compliant with NIMS requirements for the same.)</i></p>	Tab 4:C – Documentation of training received by leadership and staff.

<input type="checkbox"/> D. The institution's Executive Leaders must complete either IS-700 NIMS, An Introduction OR G402-ICS402 Incident Command System Overview for Executives and Senior Officials.	Tab 4:D – Listing of Executive Staff by name and title <u>and</u> documentation of completion of required training by Executive Staff.
<input type="checkbox"/> E. A majority of the higher education command staff shall provide certificates of completion for the following course(s): <input type="checkbox"/> IS-700 NIMS, an Introduction <input type="checkbox"/> IS-100 an Introduction to ICS OR IS-100.HE Introduction to the Incident Command System for Higher Education <input type="checkbox"/> IS-800 National Response Framework, an Introduction <input type="checkbox"/> IS-200 ICS for Single Resources and Initial Action Incidents <i>(The information submitted shall include full listing of identified command staff in order to determine majority)</i>	Tab:4:E – Listing of designated command staff by name and title <u>and</u> documentation of completion of required training.
<input type="checkbox"/> F. The higher education incident manager shall provide certificates of completion for the following course(s): ICS-300 Intermediate ICS for Expanding Incidents, ICS-400 Advanced Incident Command, OR Command and General Staff	Tab 4:F – Listing of designated incident managers by name and title <u>and</u> certificates of completion for required courses.

Executive Leaders (as determined by the individual institution) are personnel responsible for making financial, administrative and managerial decisions supporting the higher education institution's emergency management/campus security program. *(Executive Leaders may include Institution President, Provost, Chancellor, etc.)*

Command Staff are personnel assigned to lead any key campus emergency management effort. *(Command Staff may include the following personnel: Campus Public Information Officer, Safety Officer, Campus Liaison Office and any staff that play a vital role on the operations, planning, logistics or finance/administration branches of the ICS team for the higher education institution.)*

Incident Managers are personnel with a leadership role in command. *(Incident Managers would likely include: Campus Incident Commander, Police Chief, Campus Emergency Manager Coordinator, etc.)*

Criterion 5: Exercises

Standard:

The higher education institution shall have an exercise, evaluation and corrective action process that includes an annual exercise.

Minimum Components of Criterion 5:

Corresponding Location ID for Submission Materials

<input type="checkbox"/> A. A documented multi-discipline exercise program established that regularly tests the skills, abilities and experience of emergency personnel as well as the plans, policies, procedures, equipment and facilities.	Tab 5:A – Documentation of exercise program/policy and outline.
<input type="checkbox"/> B. The higher education institution has conducted at least an annual exercise (tabletop, functional and/or full scale) of the Campus Violence Prevention Plan and Campus Emergency Plan.	Tab 5:B – Evidence of exercise occurrence and integration of components testing violence prevention plan and emergency plan.
<input type="checkbox"/> C. The institution shall provide documentation of an After Action Report and corrective action/improvement plan.	Tab 5:C – Copy of After Action Report and corrective plan/improvement plan post exercise.

Criterion 6: Campus Violence Prevention

Standard(s):

The Campus Violence Prevention component consists of three standards under the umbrella of Campus Violence Prevention: creation and use of a Campus Violence Prevention Committee, designation and operation of a Campus Threat Assessment Team, and development and implementation of a Campus Violence Prevention Plan.

6.A. Violence Prevention Committee

The higher education institution is required to develop and implement a Campus Violence Prevention Committee; the committee is responsible for implementing the Campus Violence Prevention Plan and Campus Threat Assessment Team.

Minimum Components of Criterion 6.A.:

Corresponding Location ID for Submission Materials

<p><input type="checkbox"/> A.1. Evidence demonstrating the existence and operation of a multi-disciplinary, multi-jurisdictional committee structure designated as the Campus Violence Prevention Committee.</p> <p><input type="checkbox"/> A.2. There shall be a documented, ongoing process utilizing one or more committees that provides for coordinated input by stakeholders in the preparation, implementation, evaluation and revision of the Campus Violence Prevention Plan.</p> <p><i>(The higher education institution may utilize a separate document(s) outlining the process and/or procedures for input, evaluation and assessment.)</i></p>	<p>Tab 6:A:1 – Documentation of creation and structure of Violence Prevention Committee.</p> <p>Tab 6:A:2 – Documentation of who and how input on the Violence Prevention Plan is obtained and utilized.</p>
<p><input type="checkbox"/> A.3. The committee shall meet with a frequency sufficient to provide regular input, at a minimum annually.</p> <p><i>(Submission documentation should include evidence such as sign-in sheets, calendars, agendas and/or minutes for the Campus Violence Prevention Committee.)</i></p>	<p>Tab 6:A:3 – Documentation indicating meetings of Violence Prevention Committee.</p>

6.B. Campus Threat Assessment Team

The higher education institution is required to develop and implement a Campus Threat Assessment Team. The team will conduct threat assessments; address unusual, dangerous, or threatening behavior on campus; and provide guidance and best practices for preventing violence and providing supportive services.

Minimum Components of Criterion 6B:

Corresponding Location ID for Submission Materials

<p><input type="checkbox"/> B.1. Adopted policy, resolution or minutes implementing a Campus Threat Assessment Team to include a regular meeting schedule for post-incident assessments and evaluation.</p> <p><i>(The higher education institution may incorporate the Campus Threat Assessment Team authorities and requirements in the policy, resolution or minutes that established the Campus Violence Prevention Committee.)</i></p>	<p>Tab 6:B:1 – Copy of policy document creating threat assessment team AND copy of meeting calendar for group.</p>
<p><input type="checkbox"/> B.2. Evidence demonstrating a multi-disciplinary, multi-jurisdictional team structure and identification of individuals who will have access to information derived from the assessment process.</p> <p>The team should consist of administrators, law enforcement, human resources and mental health professionals. It may also include other persons and organizations deemed appropriate to a particular circumstance. (e.g., legal counsel, faculty)</p>	<p>Tab 6:B:2 – List of team membership and expertise.</p>
<p><input type="checkbox"/> B.3. A team-created written threat assessment policy that provides guidance to students, faculty and staff on:</p> <ul style="list-style-type: none"> a. how to recognize, address and report unusual and threatening behavior; b. identifying individuals who will have access to information; c. using a fact-based assessment process to investigate threats, actions or conduct that may lead to targeted violence; and d. determining situation specific response action plans. 	<p>Tab 6:B:3 – Copy of Threat Assessment Policy(ies)</p> <p>Tab 6:B:3:a – Recognition and reporting</p> <p>Tab 6:B:3:b – Access to information</p> <p>Tab 6:B:3:c – Assessment process steps</p> <p>Tab 6:B:3:d – Development of action plans</p>

<p>e. Accessing a range of support services for students, faculty and staff that includes mental health services, crisis management, and comprehensive services for victims, whether provided on campus or by accessing community resources;</p> <p>f. Requirements for protecting the privacy of persons providing information to the threat assessment team.</p>	<p>Tab 6:B:3:e – Documentation of availability of support services for student, staff and faculty.</p> <p>Tab 6:B:3:f – Documentation of policy related to protection of privacy.</p>
<p><input type="checkbox"/> B.4. All areas of the campus community shall be required to cooperate with requests from the threat assessment team relative to successfully monitoring any threatening behavior.</p>	<p>Tab 6:B:4 – Documentation of policy statement of cooperation requirements.</p>
<p><input type="checkbox"/> B.5. The team should meet regularly to provide post-incident assessments and evaluate the effectiveness and response to incidents on a case-by-case or aggregate basis.</p>	<p>Tab 6:B:5 – Documentation of review of incidents.</p>

The higher education institution is not required, nor requested, to submit information of a private, sensitive or secure nature.

6.C. Campus Violence Prevention Plan

The higher education institution shall develop an inter-disciplinary Campus Violence Prevention Plan in accordance with the requirements of 112 ILCS 12 et seq.

Minimum Components of Criterion 6.C.:

Corresponding Location ID for Submission Materials

6.C. A copy of the Violence Prevention Plan must be included with the submission for recognition.	Tab 6:C – Violence Prevention Plan
6.C.1. The higher education institution's Campus Violence Prevention Plan shall include the following: <input type="checkbox"/> a. A promulgation document indicating approval of the plan <input type="checkbox"/> b. A record of changes to include change dates <input type="checkbox"/> c. A distribution list of plan recipients including all external organizations having a direct role in violence prevention. <input type="checkbox"/> d. A table of contents <input type="checkbox"/> e. Purpose, scope and/or goals and objectives <input type="checkbox"/> f. Plan maintenance [This section must address or describe the process and schedule used by the institution for plan reviews, updates and revision.]	Tab 6:C:1:a – Approval of plan Tab 6:C:1:b – Record of changes Tab 6:C:1:c – Distribution list Tab 6:C:1:d – Table of contents Tab 6:C:1:e – Purpose document Tab 6:C:1:f – Plan maintenance

<p>6.C.2. The higher education institution's Campus Violence Prevention Plan shall include the following annexes or sections:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Violence Prevention Strategies <input type="checkbox"/> b. Violence Prevention Policies and Procedures <input type="checkbox"/> c. Development and implementation of the Campus Violence Prevention Committee. <input type="checkbox"/> d. Development and implementation of the Campus Threat Assessment Team(s) <input type="checkbox"/> e. Multi-jurisdictional responsibilities and authorities as appropriate. 	<p>Tab 6:C:2 - Annexes</p> <p>Tab 6:C:2a – Violence Prevention Strategies</p> <p>Tab 6:C:2:b – Violence Prevention Policies and Procedures</p> <p>Tab 6:C:2:c – Development and implementation</p> <p>Tab 6:C:2:d – Policy or declaration of development of a threat assessment team.</p> <p>Tab 6:C:2:e – Roster and title of team membership.</p>
<p>6.C.3 The body of the Campus Violence Prevention Plan shall have the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. The higher education institution shall develop and implement processes to prevent incidents. Prevention process shall be based on information obtained from the Campus Threat Assessment, intelligence activities, alert networks and surveillance programs and other sources of information obtained from internal and external stakeholders. <input type="checkbox"/> b. The higher education institution shall have a strategy among disciplines to coordinate prevention activities, monitor the identified threats and hazards, and adjust the level of prevention activity commensurate with the risk. 	<p>Tab 6:C:3:a Materials to demonstrate institutional process for the prevention of violence.</p> <p>Tab 6:C:3:b: Materials to demonstrate coordination of activities related to Campus Violence Prevention Plan.</p>

<p>6.C.4. The institution's Violence Prevention Plan must be exercised at least annually.</p> <p>(Exercises conducted on/for the Violence Prevention Plan may be combined with the exercise criteria established for the Campus Emergency Plan. For compliance, joint submissions must adequately demonstrate that significant portions of the Violence Prevention Plan were exercised and validated.)</p>	<p>Tab 6:C:4 – Documentation of exercise of Violence Prevention Plan on an annual basis.</p>
<p>6.C.5. The Violence Prevention Plan must be reported to the local emergency management authorities in the area.</p>	<p>Tab 6:C:5 – Copy of transmittal letter to local emergency management authorities regarding Violence Prevention Plan.</p>
<p>6.C.6. Documentation must be submitted demonstrating coordination of the Violence Prevention Plan with all available campus, mental health and response organizations and contiguous school districts.</p>	<p>Tab 6:C:6 – Documentation of coordination with Violence Prevention Plan</p>
<p>6.C.7. Documentation must be submitted that demonstrates a training program has been developed and implemented for the Violence Prevention Plan.</p>	<p>Tab 6:C:7 – Documentation of existence of training program for Violence Prevention Plan.</p>

Criterion 7: Campus Preparedness Education Outreach

Standard:

The higher education institution must conduct a campus outreach campaign focused on campus and individual preparedness that includes students, faculty and staff.

Minimum Components of Criterion 7:

Corresponding Location ID for Submission Materials

<p>7. The higher education institution must demonstrate the creation and implementation of a campus/community outreach campaign.</p> <p>(Examples can include: website screen shots, posters, “branded” materials, Emergency Response Guide, YouTube preparedness video, training invitations, student workshops/seminars/clubs, etc.)</p>	<p>Tab 7. Materials used to demonstrate campaign.</p>
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RESOURCES

U.S. Department of Education, Readiness and Emergency Management for Schools, Technical Assistance Center (<http://rems.ed.gov/>)

U.S. Department of Education Action Guide for Emergency Management at Institutions of Higher Education
(http://rems.ed.gov/docs/REMS_ActionGuide.pdf)

National Clearinghouse for Educational Facilities
(www.ncef.org)

International Association of Campus Law Enforcement Administrators
(www.iaclea.org)

Illinois Emergency Management Agency – Ready
(<http://www.illinois.gov/ready/plan/Pages/Schools.aspx>)

Illinois Campus Security Enhancement Act
110 Illinois Compiled Statutes 12/et seq
(<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1054&ChapterID=18>)

Illinois Administrative Rules - All Hazards Campus Emergency Plan and Violence Prevention Plan - 29 IL Admin Code 305.50
(<http://www.ilga.gov/commission/jcar/admincode/029/02900305sections.html>)

Threat and Hazard Identification and Risk Assessment Guide (CPG 201) Second Edition – August 2013 (<https://www.fema.gov/media-library/assets/documents/26335>)

National Incident Management Systems – NIMS Courses online
(<http://www.training.fema.gov/nims>)

Appendix A: Application for Designation as a Ready to Respond Campus

Institution Seeking Recognition	
Contact Person for Submission	
Mailing Address	
City	Zip Code
Daytime Telephone Number	Email Address
Address of Other Campus Locations	
Number of Enrolled Students	Number of on-site Staff and Faculty
Name of Institution's Chief Executive Officer	

****Please ensure documentation is correctly tabbed to indicate location of specific requirements.**

Please submit all completed documentation to:

Ready to Respond Campus
Attention: Abby Damm
2200 S. Dirksen Parkway
Springfield, IL 62703

Or

abby.damm@illinois.gov